

INSPECTION REPORT

GREAT ROLLRIGHT CE PRIMARY SCHOOL

Chipping Norton

LEA area: Oxfordshire

Unique reference number: 123183

Headteacher: Mrs Wendy Goddard

Lead inspector: Derek G Watts

Dates of inspection: 11 - 13 October 2004.

Inspection number: 268092

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	73
School address:	Hook Norton Road Great Rollright Chipping Norton Oxon
Postcode:	OX7 5SA
Telephone number:	01608 737202
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Napier
Date of previous inspection:	14 to 16 June 1999

CHARACTERISTICS OF THE SCHOOL

Great Rollright C of E Primary serves the village of Great Rollright and surrounding areas. About half of the school's pupil population come from outside of the normal catchment area including those from the nearby town of Chipping Norton. Most of the pupils are of White British origin and the school does not have any pupils with English as an additional language. About 24 per cent of the pupil population have special educational needs and this is above the national average. These include pupils with moderate learning and social, emotional and behavioural difficulties. The proportion of pupils with statements of education needs is above the national average. The percentage of pupils who join the school after the usual starting time is higher than average. Children's attainment on entry to reception is below average overall. The school had considerable improvements to its accommodation completed in September 2003.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of Great Rollright CE Primary is satisfactory and the school provides sound value for money. Pupils are achieving satisfactorily overall and by the end of Year 6 standards are broadly average in English, mathematics and science. Teaching and learning are satisfactory but there are variations in teaching quality and this causes some uneven achievement. Leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Provision for children in reception is very good and children get a very good start
- Pupils' attitudes and behaviour are good
- Teaching and learning are consistently good in Years 5 and 6.
- Leadership and management are not sufficiently focused on raising achievement and developing high quality teaching.
- Teaching and learning are not consistently good throughout the school.
- Enrichment activities are good.
- The school has good partnerships with parents, the community and other schools.

The school was last inspected in June 1999. The school has made very good improvements in planning and provision for children in reception. The average standards in English, mathematics and science by Year 6 have been maintained. While standards in the current Year 2 are broadly average and therefore better than the below average standards reported last time there has been significant underachievement in Year 2 during the last three years. As at the time of the last inspection, teaching and learning are satisfactory and the school has maintained the good pupil attitudes and behaviour. There have been significant improvements to the accommodation through a new building programme. Overall, satisfactory improvements have been made since the last inspection.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory. Children's attainment on entry to the school is below average overall. In reception, children achieve very well in most areas of learning due to very good teaching and a stimulating curriculum.

Considerable care is needed when interpreting national test results in a small school with small year groups as one pupil's performance can have a considerable affect on the results of the whole year group. In the 2004 national tests for Year 2, the school's results were well below average in reading and mathematics and below average in writing. However, over a third of this year group had special educational needs. In 2002 and 2003, results were very low in all three areas and in the lowest five per cent of school's nationally. Teacher absence led to inconsistencies in teaching and this contributed to the very low standards and pupils' underachievement. Teaching is now more settled in Years 1 and 2 and the current Year 2 are a higher attaining group than in the previous few years. Standards are average in speaking and listening, reading, writing, mathematics and science. Pupils in Years 1 and 2, including higher attainers and those with special educational needs are achieving satisfactorily.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	D	A

mathematics	A	E	C	A
science	A	E	C	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

National test results for Year 6 fluctuate because of variations in the composition of small year groups. During the last four years results have ranged from well above average overall in 2001 to well below average in 2002. In 2004, results were below average in English and mathematics and well below average in science. This year group had a high proportion of pupils with special educational needs. In the current Year 6, standards are broadly average in English, mathematics and science. Pupils' achievement is satisfactory in Years 3 to 6. However, achievement is good in Years 5 and 6 due to good teaching.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to learning and behaviour is good in class and around the school. Relationships between pupils and between adults and pupils are good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. Teaching and learning are satisfactory overall. Teaching and learning are very good in reception. Teaching and learning are consistently good in Years 5 and 6. However, they are less consistent in Years 1 to 4. While very good teaching was seen in English and good teaching in mathematics in Years 1 and 2, in other lessons, expectations and challenge are not as high and time is not managed well. Behaviour management is less effective. The quality of the curriculum is satisfactory overall and very good for children in reception. There is a good range of clubs, visits and visitors to enrich pupils' learning. The care, guidance and support for pupils are good. The school has developed good partnerships with parents, the community and with other schools, particularly the pre-school and the local secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher and staff have created a positive and friendly school ethos. A good partnership with parents and the community has also been established. However, leadership is not focused sufficiently on raising achievement. The monitoring, evaluation and development of teaching are not effective enough to ensure consistently good teaching throughout the school. While the leadership and management of the Foundation Stage are very good, other leadership roles are underdeveloped. Governance is satisfactory. The governors are supportive and have made a valuable contribution to the building improvements. However, they have not been sufficiently challenging about pupils' achievement and teaching quality. All statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views about the school and many choose to send their children from a considerable distance. Pupils also hold positive views about their school. They report that pupils are friendly and well behaved.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- ensure leadership, management and governance are focused on pupils' achievement and teaching.
- monitor, evaluate and develop teaching so that it is consistently good throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils' achievement is satisfactory. Children achieve very well in reception and well in Years 5 and 6. Achievement is satisfactory in Years 1 to 4 where there are variations in the quality of teaching. Standards in Year 2 and Year 6 are broadly average in English, mathematics and science.

Main strengths and weaknesses

- Children achieve very well in reception.
- Standards in English and mathematics are low in Year 3 and 4.
- Pupils' achievement has improved in Years 1 and 2.
- Pupils are achieving well in Years 5 and 6

Commentary

1. Children's attainment on entry to the school varies from year to year. It is below average in the current reception class. Children including higher attainers and those with special educational needs are achieving very well in most areas of learning because they receive very good teaching and are provided with a high quality curriculum. The majority of children are on course to reach and exceed the expected early learning goals in communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development. In personal, social and emotional development all children are likely exceed the expected goals.

The school's average points scores in National tests are not shown in the report. This is because ten or fewer pupils took the tests in 2003.

2. In the National Curriculum tests for Year 2 in 2003, the school's results were very low in reading, writing and mathematics and in the lowest five per cent of schools nationally. These results were also very low when compared to similar schools. The school's results were above average in 2001; they were very low in 2002. The low results in 2002 and 2003 indicate that pupils have been underachieving. During this period the school experienced teacher absence and a succession of temporary teachers. This resulted in inconsistencies in the quality of teaching and learning. In the 2004 tests, results were well below average in reading, below average in writing and very low in mathematics. Over a third of this year group had special educational needs and no pupils attained the higher than expected Level 3 in any of the tests. The current Year 2 is a higher attaining year group than normal and the teaching force is more settled. However, job shares in Years 1 and 2 are contributing to variations in the quality of teaching and learning. In the current Year 2, standards are broadly average in speaking and listening, reading, writing, mathematics and science. Pupils are achieving satisfactorily in these areas.
3. Standards in reading, writing and mathematics are low in the current Year 3 and 4. The pupils are achieving satisfactorily due to the satisfactory teaching they receive. However, satisfactory teaching is not going to be enough to raise these low standards. The school has not taken specific action to address this issue.
4. In the National Curriculum tests for Year 6 in 2003, the school's results were below the national average in English but average in mathematics and science. Comparison with prior attainment data indicates that pupils had achieved very well since Year 2. Test results in Year 6 fluctuate from year to year because of variations in the overall attainment of small year groups. Test results in 2003 were average overall, well below average in 2002 and yet well

above average in 2001. In the 2004 tests, the results were below average in English and mathematics and very low in science. However, this particular year group had a much higher than usual proportion of pupils with special educational needs and with statements of special educational needs. This year group achieved well from their prior attainment in Year 2 in English and mathematics.

5. The current Year 6 is a higher attaining year group than usual achieving above average results in their Year 2 tests in 2001. However, some pupils with special educational needs have joined the year group and this has lowered the overall attainment. The range of attainment is now broad but average overall. Standards in the current Year 6 are average in speaking and listening, reading, writing, mathematics and science. Pupils are achieving satisfactorily overall although achievement is better in Year 5 and 6 where the teaching is consistently good.
6. In ICT standards are broadly average by Year 2 and Year 6 and pupils are achieving satisfactorily. Standards been raised in ICT due to improvements in teacher expertise and ICT resources. Pupils use ICT satisfactorily to support their learning in other subjects with some good examples in English, history and science.
7. Pupils with special educational needs make sound progress towards the targets in their individual educational plans. They are achieving satisfactorily overall, and well in Year 5 and 6 where the teaching is consistently good and work is usually well matched to pupils' needs.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to learning and behaviour is good. Their moral and social development is good whilst their spiritual and cultural development is satisfactory. Attendance and punctuality are also satisfactory.

Main Strengths and Weaknesses

- Pupils behave well in the classroom and around the school.
- Pupils like school and have good attitudes to learning.
- The school makes good provision for pupils' moral and social development but spiritual and cultural aspects are not as well developed.

Commentary

8. Attendance in 2002-3 overall was broadly in line with the national average although the rate of authorised absence was well above the national median. It is likely that this trend has continued in 2003-4 and can be accounted for largely by the prolonged absence of one pupil. Nevertheless, a review of the records, which are monitored systematically, shows that a number of pupils are taken on annual holidays during term time and this will have an adverse impact on their progress. Although the school's policies discourage this practice and an advisory leaflet has been distributed, it has not so far been successful in altering parents' priorities or developing effective strategies to prevent it. The school has good systems for following up absence and works closely with outside agencies. Pupils with good records of attendance are rewarded with certificates at the end of the school year. Punctuality is satisfactory but significantly affected by the large percentage of pupils who rely for their transport on the school minibus and its ability to keep to a timetable over two return journeys.

Attendance in the latest complete reporting year 2002-3 : 94.2%

Authorised absence	
School data	4.5

Unauthorised absence	
School data	1.3

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Since the last inspection, the school has been successful in maintaining good standards of behaviour throughout the school day. This is because the school operates in an intimate “family” environment and all the members of staff know pupils well, reinforce expectations of good manners, and are vigilant in monitoring their activities. Playtimes are friendly and pupils interact well in groups and with their supervisors. In lessons behaviour is generally good, but where the pace of lessons is less brisk and work is not sufficiently well matched to pupils’ attainment, attitudes and behaviour are not always as good.
10. In cooperation with a behavioural support teacher, the school implements effective strategies to modify unacceptable behaviour. This may include withdrawal from lessons or ‘repair time’ in which a pupil will be required to miss part of break time. The school has in the last year excluded a pupil who was unable to respond to intervention. Some parents expressed concerns about bullying but the inspection team found no evidence of this and pupils stated confidently that any incidents would be noticed by a member of staff and dealt with appropriately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
No ethnic group recorded

No of pupils on roll
42
31

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Pupils report that they enjoy coming to school. Their attitudes towards their work and the people around them are positive. The youngest children are eager to talk about themselves and their activities, and by the time they reach Years 5 and 6, pupils have matured well. They work confidently individually or in groups, respond enthusiastically to teachers’ questions and ask appropriate and sometimes testing questions of their own. They are confident to undertake duties independently and show initiative in their contributions to school life. The school reinforces positive values by awarding stars and effort and achievement certificates to pupils who make good progress. There is a reward for monitors at the end of the year in recognition of the responsibilities they have undertaken.
12. The school has created good opportunities for the pupils’ social and traditional cultural development by providing a rich programme of visits outside the village, both residential and to a variety of exhibitions, theatres, sports tournaments, musical events and wildlife parks. For example, pupils have had the opportunity to meet an archaeologist in the process of a dig and discuss local history. There is a house system which encourages friendship and cooperation across the age groups and this has been developed so that each house has representation in the school council. Pupils give regularly to charities and understand the importance of their donations. A number of good opportunities are provided to support citizenship, including a junior citizenship programme and local police visits.
13. The school’s Christian ethos means that pupils have plenty of occasions to engage with ideas of religious belief and much of their development of spiritual awareness takes place within this context. Visitors include local clergy who take part regularly in assembly. However opportunities for pupils to gain awareness of the value and beliefs of other religions and cultures are underdeveloped. For example, the school does not have a partnership with a school with a more diverse cultural and ethnic mix of pupils, and visitors from other ethnic or religious groups are few. Moral development is good. Pupils understand the difference

between right and wrong and the need for consideration towards others, especially the more vulnerable.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory overall. The curriculum provided is satisfactory, and for children in reception it is very good. Care, guidance and support for pupils are good. The school has established good partnerships with parents, the community and other schools.

Teaching and learning

Teaching and learning are satisfactory overall. However there are variations in the quality of teaching and this leads to uneven achievement. Assessment is also satisfactory.

Main strengths and weaknesses

- Children in reception make very good gains in their learning due to very good teaching.
- Teaching and learning are consistently good in Years 5 and 6.
- Teaching and learning in Years 1 to 4 are less consistent

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	8	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The quality of teaching and learning is similar to the satisfactory judgements made at the time of the last inspection. The quality of teaching ranges from satisfactory to very good. However, the school's procedures for the monitoring, evaluation and development of teaching are not sufficiently effective and rigorous to achieve consistently good teaching and learning across the school.
15. The quality of teaching and learning is very good in reception and children make very good gains in their learning. The teacher has a very secure knowledge of the requirements of the six areas of learning. Planning and organisation are highly effective and an interesting and stimulating range of activities is provided. These inspire the children and they are excited and highly motivated. The teaching is imaginative and lively. Explanations, demonstrations and instructions are of a high quality. Children are attentive, interested and show very good levels of concentration. Questioning is used very well to challenge children and they are given clear opportunities to listen and talk. Children are also given good opportunities to discover and explore within the very good range of activities offered. The nursery nurse and teaching assistant work very well as a team with the teacher and contribute well to planning and practice. They are experienced, effectively deployed and make a considerable contribution to children's learning. High expectations of learning and behaviour are established and there are outstanding relationships between adults and the children. As a result, children work and play very well together and behaviour is consistently very good. Good quality learning resources are used creatively to promote learning. The very good planning and organisation of an interesting range of activities help to ensure that all children are purposefully engaged and that time is used very well to maximise learning.

16. Teaching and learning in Years 1 and 2 are satisfactory overall but vary from satisfactory to very good. Very good teaching and learning were seen in English and in mathematics they were good. However, other lessons were satisfactory but less strong. In the very good and good lessons, planning took good account of the different levels of attainment within the class. The teachers' explanations were clear and informative and questioning was used very well to check pupils' understanding. Activities and tasks were well matched to pupils' needs and so all pupils, including higher attainers and those with special educational needs, were appropriately challenged. The teaching assistant was well deployed and made a significant contribution to pupils' learning. The lessons were well structured and organised, and maintained a good pace. Pupils were on task, productive and made good or very good gains in their learning. In the lessons, where teaching and learning were not as good, expectations of work and behaviour were lower. Work was not sufficiently well matched to pupils' different abilities and needs and they were not appropriately challenged. The pace of the lessons was less brisk and pupils were less productive.
17. In Years 3 to 6, teaching and learning are satisfactory overall. Teaching and learning are consistently good in Years 5 and 6 and satisfactory in Years 3 and 4. In Years 5 and 6, pupils are achieving well. Good teaching and learning were seen in English, mathematics, science and ICT. In these lessons, teachers' expectations of work and behaviour were clear and the pupils responded well. Teacher explanations and questioning techniques were good and promoted effective learning. The lessons progressed at a brisk pace and pupils made good gains in acquiring knowledge skills and understanding. Although all the teaching seen in Years 3 and 4 was satisfactory, and lessons were soundly planned and prepared, expectations of pupils' learning were not as high. Time was not always used effectively by teachers. For example, there were overlong introductions contributing to a loss of pace and productivity.
18. The school has satisfactory systems for assessing pupils' attainment particularly in English, mathematics and science. Assessment data is being used to guide planning and teaching, set pupils' individual targets and to identify pupils in need of additional support. The marking of pupils' written work is satisfactory overall but there are inconsistencies. While marking often provides praise and encouragement for good work, comments on how pupils can improve their work are less evident.

The curriculum

The overall quality of the curriculum is satisfactory. It is very good in the Foundation Stage. There is a good range of interesting and stimulating opportunities for enrichment. Accommodation and resources are satisfactory except for indoor physical education.

Main strengths and weaknesses

- The curriculum is very good in reception.
- The range of extra-curricular activities is good.
- The school has a good partnership with the local secondary school.
- The accommodation for indoor physical education is unsatisfactory.

Commentary

19. The planning and provision for children in reception are very good. All areas of learning are given good attention and children are provided with an interesting and stimulating range of learning activities. The school has made significant improvements in this area since the last inspection, and this has contributed to children's very good achievement. The curriculum in Years 1 to 6 meets statutory requirements and provides pupils with a satisfactory range of activities covering all subjects of the National Curriculum. The planning of the curriculum has improved since the last inspection and there are appropriate schemes of work in place for all subjects. These are good in English, mathematics and science.

20. The school is effective in ensuring that all pupils have access to the curriculum. Provision for pupils with special educational needs is satisfactory. They receive appropriate support from the special educational needs coordinator, teachers and teaching assistants. However, although individual education plans (IEPs) define specific targets, pupils do not always know what their targets are and are not sure what they have to do to achieve them.
21. Pupils participate in a range of learning experiences in the local community. They regularly hold events to raise money for local and international charities. Pupils are encouraged to understand their role and place as citizens in society and to be sensitive and caring to others in the community. Pupils enjoy using their musical talents to entertain the residents at the local day care centre and at Christmas time they sing carols in the village.
22. The range of enrichment activities to support learning is good. Pupils regularly participate in well-planned education visits to local theatres, museums, environment and residential centres. The school offers a good range of lunchtime and after-school activities, including football, netball, gymnastics, dance and arts and crafts.
23. The school has established good procedures to prepare pupils for transferring to secondary school. Teachers from the local secondary school visit pupils to help prepare them for the next phase of their education and pupils visit the secondary school to get to know their new school.
24. The school's accommodation is well maintained. The new school building has had a positive impact on pupils' learning and pupils take pride in their new environment. The accommodation and resources for the Foundation Stage has improved considerably since the last inspection and is now good. Accommodation and learning resources for the rest of the school are generally satisfactory. However, the provision for indoor physical education lessons is unsatisfactory as the hall is too small for indoor games and gymnastics.
25. The school has had relatively high staff absenteeism in recent years. Although there are some encouraging signs of improvement, this continues to be a barrier to consistently good achievement.

Care, guidance and support

The provision for pupils' welfare, health and safety is good throughout the school. Adults know pupils well, provide good support and guidance and involve the pupils by seeking and acting on their views.

Main strengths and weaknesses

- The adults in the school have good, close supportive relationships with the pupils.
- The school takes good care of pupils and provides them with a safe environment for learning.
- Induction arrangements for children in reception are good.
- The school takes account of pupils' views and acts on them.

Commentary

26. Because the school is so small and pupils spend so long in each class, all teachers and support staff know individuals very well and are sensitive to their needs. This means they are able to develop good relationships and support pupils well as they progress. A thorough, systematic approach to assessment means pupils' progress is closely monitored and supported. Good pastoral care, including taking a daily note of emotional indicators, values pupils as individuals and gives them the confidence to approach their teachers when they need help. Pupils who need extra help with behaviour are given individual plans, which are effective in helping them to remain engaged with their learning. The school works well with outside agencies to support the care of individual pupils and their parents.

27. Annual written reports are concise, individual and contain a short summary of pupils' personal development but would benefit from a space for parents and pupils to write their own comments.
28. The school's new buildings are well designed, clean and carefully maintained and records show relatively few accidents. All members of staff (and many pupils) have received recent First Aid training and pupils are also made aware of risks in their daily lives in a way that is sensible and proportionate. Health and safety procedures are carried out regularly. Child protection procedures are in place and members of staff will benefit from the planned further training to update their practice. Teachers are alert to any factors that would give cause for concern. Parents report that the pupils are well cared for when taken outside the school premises.
29. The school has developed good procedures for welcoming new pupils into school. Parents of Foundation Stage children are given a very informative booklet that gives good advice on most aspects of the start of their child's school life. A large proportion of children have already attended the nursery that shares the reception facilities and their progress from part-time to full membership of the school community is seamless. All the children seen were well settled, enthusiastic and actively engaged. It was a relaxed and welcoming atmosphere. Parents of pupils who joined the school at a later stage reported that their children had settled quickly and that staff were approachable to discuss any concerns.
30. The school council plays an active part in school life with regular meetings contributing many ideas for future activities. It has been successful in organising a tuck shop and providing healthy foods at break. There is scope to develop this further to provide more opportunities for pupils to take the initiative and to run their own affairs independently. This will enhance both social development and citizenship.

Partnerships with parents, other schools and the community

The school has maintained its good partnerships with parents, other schools and the community since the last inspection.

Main strengths and weaknesses

- There are strong links with partnership schools that enhance provision and ensure a smooth transfer to secondary school.
- The school uses community resources well to support provision.
- Parents have positive views of the school and support it well.

Commentary

31. The school has made good use of its partnership with a number of local schools to enhance provision for pupils, especially in the areas of sport and music. Pupils have been able to take advantage of the specialised coaching and facilities of secondary schools to compensate for the size limitations of their own school. A large majority of pupils progress to the same secondary school and there are well-established procedures to introduce them to their new teachers and environment. Where individual pupils are apprehensive about joining the new school, they are given the opportunity to join a 'bridge club' and pupils with special needs are well supported in a welcome group. This means that all pupils have a good chance of transferring smoothly, ensuring a settled start to secondary education.
32. The school makes good use of community resources and plays a central part in local life. There are strong links with the village church and pre-school, and various village events are held at the school. In return the community has given generous financial support to the school, helping to provide the minibus and pre-school. Local sports clubs give pupils valuable

experience of a variety of different sports. Pupils have also studied road safety in the village and written to the Council with their concerns about traffic.

33. Most parents support the school enthusiastically by attending school events. There is an active parents committee, which raises funds by organising regular social functions for the pupils. Parents value the close relationships they are able to form with staff and pupils within the small school community and are prepared to send their children some distances to attend. A very informative newsletter keeps them in touch with school events, which is essential in cases where parents do not regularly transport their children to and from school. However, the school does not sufficiently canvass the views of the parents on a regular basis.
34. Older pupils are provided with well designed homework diaries which have resulted in consistency and clarity in the provision of homework and more dialogue with parents. Younger pupils would benefit from a similar provision, to formalise the work that they do and provide parents with more effective means to help their children learn.
35. Some parents' concerns about the quality of information they receive on their child's standards and progress are being addressed by plans to hold an additional spring term parents' evening and to offer more curriculum information. The annual written reports to parents provide the National Curriculum levels attained in English, mathematics and science. However, parents are not informed of the levels that most pupils are expected to attain. Furthermore, the reports do not always specify the progress that the pupils have made over the year. Closer relationships with parents in this area might well encourage more to come into school and contribute to helping in the classroom and with clubs.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall.

Main strengths and weaknesses

- The headteacher and staff have created a positive school climate.
- The leadership and management of the Foundation Stage are very good.
- Leadership and management are not sufficiently focused on pupil achievement and teaching.
- Governance is supportive but not sufficiently challenging.

Commentary

36. The governance of the school is satisfactory. The governors are supportive and they have been particularly effective in helping to ensure that the recent building improvements have been completed on time. However, the governors are not sufficiently focused on raising pupils' achievement and providing good quality teaching. In particular, they have not been sufficiently challenging about underachievement and the quality of teaching in Years 1 and 2. All statutory requirements are fulfilled.
37. The headteacher and staff have been effective in creating a positive and attractive environment for pupils to learn. This has contributed towards pupils' good attitudes, good behaviour and the friendly atmosphere. The school has also been successful in developing positive partnerships with parents, the local community and the local secondary school. While the school's aims give good emphasis to all pupils achieving the highest possible standards and to providing high quality teaching, these important principles are not given sufficient focus in practice. As a result, there has been significant underachievement in Years 1 and 2 during the last three years and weaknesses in teaching and learning have only recently been addressed.

38. The school has recently reorganised its teaching groups into reception, Year 1 and 2, Year 3 and 4 and Year 5 and 6. This reorganisation has increased the effectiveness of planning and teaching particularly for the children in reception. The school has also reviewed the distribution of subject leadership. As a result, some subjects have a new coordinator. The leader of the Foundation Stage is very effective and this has a positive impact on provision and children's achievement. Leadership in most subject areas whilst satisfactory overall is underdeveloped in monitoring and evaluation. In the main, coordinators have insufficient opportunities to monitor and develop teaching across the school. The school is aware of this and has made it a priority for action.
39. The local education authority carries out an annual review of the school's performance. This process has been challenging and rigorous, and focuses well on pupils' achievement, school effectiveness and the influence of leadership and management on these key areas. This review has helped the school take action for improvement. A sound development plan has been produced that identifies appropriate priorities for improvement such as raising standards and achievement, improving teaching and developing leadership and management. However, how the targets in the plan will be achieved is not always clear and the success criteria to measure how well the plan is implemented are not always sharply focused.
40. The school analyses school performance data effectively, particularly National Curriculum test results. This information is used to identify strengths and weaknesses in pupils' learning in order to set targets and inform planning. However, some of the target setting has not been sufficiently challenging in the past particularly for Year 2. While planning identifies the need to raise standards, it is not specific on how this will be achieved in English and mathematics in the current Year 3 and 4.
41. The school has experienced long term teacher absence in the past and this has been covered by a succession of temporary teachers. This has led to inconsistencies in the quality of teaching and learning and pupils' underachievement in Years 1 and 2. The school has taken sound action to address this and these years now have a more settled teaching force. However, the school is now experiencing further teacher absence in Years 3 and 4. The school has a newly qualified teacher and a teacher who has returned to the profession. The induction procedures for new teachers are satisfactory but there are insufficient opportunities for them to observe good practice at Great Rollright or in other schools. The school's procedures for the monitoring, evaluation and development of teaching are not sufficiently established or rigorous to achieve consistently good teaching across the school. The school is aware that this is an area for development and is taking appropriate steps.
42. Financial planning and management are sound. The school has a higher than usual carry forward but this funding will be used to purchase further equipment and resources for the new building.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	268,319
Total expenditure	245,382
Expenditure per pupil	3,229

Balances (£)	
Balance from previous year	- 897
Balance carried forward to the next	22,040

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in reception is very good and a clear strength of the school. Attainment on entry to the school varies from year to year and is below average in the current reception year. The school has effective pre-school provision and this helps to ensure that children settle into reception very quickly. The quality of teaching in reception is very good and children make very good progress in acquiring knowledge, skills and understanding. The nursery nurse and teaching assistant are highly effective and work very well with a talented teacher. Both make a significant contribution to children's learning and to the development of the curriculum. The Foundation Stage curriculum is very well planned and all areas of learning are given appropriate attention. Children are provided with high quality activities that are imaginative and stimulating. Since the last inspection, a new Foundation Stage area has been built. Accommodation and resources are good and used well to maximise learning. The leadership and management of the Foundation Stage are very good and this has contributed to very good teaching, achievement and improvements since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well because of very good teaching.
- Adults are outstanding role models for children.
- A stimulating and vibrant learning environment has been created.

Commentary

43. All children are excited about learning and are highly motivated because of the very good teaching they receive and the interesting and imaginative activities provided. The teacher and support staff are excellent role models for young children and have established very clear expectations and very good relationships with them. Children are friendly, supportive and relate very well to others. They participate in activities with enthusiasm, share and take turns without prompting from adults. Most children can dress and undress themselves in preparation for a PE activity. They manage their own hygiene such as washing their hands before snack time or lunch time. The children are on course to exceed the expected early learning goals in this area of learning by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good
- Children achieve very well
- Language skills are developed very well in all activities.

Commentary

44. The teacher and support staff take every opportunity to develop children's language skills. Speaking and listening and the development of children's vocabulary pervade all activities. The teaching of letter sounds is highly effective and imaginative. For example, in one activity, a

group of children with their teacher were selecting a wide range of items. Children linked these to the first letter of the item such as b for belt, p for pencil, s for sock. Children also placed items in a hoop on the carpet if they had an item beginning with the letter. Children showed very good levels of concentration and applied their knowledge of letter sound very well. Higher attaining children retold the story of Noah's Ark with clarity and in the correct sequence of events. Children readily talk about their work, their families and their home experiences. One higher attaining child, described the animals that entered the Ark. She described the camels and mentioned that she had seen these at 'Cotswold Wildlife park' when she was taken by her mother. She had observed that these animals do not smell very nice. Children are provided with a good range of attractive books and these help to develop a love of books. Children handle these with care and study the illustrations with interest. With clear guidance from the teaching assistant, children are beginning to form common letters correctly with a pencil. Most children can create their name by arranging large plastic letters in the correct order.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well
- Mathematical activities are imaginative and stimulating.
- Number work is effectively developed within a range of different activities.

Commentary

45. Children achieve very well in this area of learning because of the very good teaching they receive. Most children are likely to exceed the expected early learning goals by the end of reception. A very interesting range of activities is provided to promote children's mathematical development. Many children can count up to 20 and use this knowledge when trying to find 20 different objects hidden in a large sand tray. They count and name the seven colours of the rainbow in the story of Noah's Ark. In a physical development activity in the hall children were practising a variety of movements. They made their bodies into large or small shapes. The teacher effectively introduced the children to terms such as larger, bigger, smaller and star. The children repeated these words and used them well in describing their work. In an interesting outdoor activity, children recognised the numerals 1 to 9 which were chalked on an area of paving slabs. The children enjoyed the game of jumping onto a particular slab as the nursery nurse gave instructions. The children showed a clear recognition of numbers and their number skills were further consolidated by the singing and acting out of 'What's the time, Mr Wolf'?

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children achieve well and are on course to exceed the early learning goals.
- A wide and interesting range of activities is provided.
- ICT supports children's learning well.

Commentary

46. In the story of 'Noah's Ark' children recognised and named a variety of animals. Higher attaining children recognised and correctly pronounced animals such as rhinoceros, elephant and giraffe. ICT is used well to support children's learning. Children in the computer suite used a program with an illustration of 'Noah's Ark'. They used the mouse to drag animals in twos on to the ark. Fish and frogs were positioned in the water. Higher attaining children resized the animals so that they were in reasonable proportion. In another ICT activity, children used a 'paint' program to create a rainbow. They chose the correct colours and used simple tools such as a brush. Higher attaining children discovered that a rainbow can be created by holding a triangular prism up to the light.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Opportunities to develop climbing skills are limited

Commentary

47. Children achieve well in this area of learning. There are good opportunities for them to ride a range of tricycles and other vehicles. They do this with increasing coordination and control. The outdoor enclosed play area is effectively used. However outdoor climbing equipment is limited and this inhibits the development of some physical skills. Children use tools such as trowels when digging in the garden area. In a good lesson in the hall, children had clear opportunities to practise and develop skills of travel, balance, and changing shape. The teacher's instructions and demonstrations were clear and children followed these well. Children jogged, ran and balanced. They stepped into hoops and made themselves small by curling into a ball and 'growing' by rising and stretching. Children were given good opportunities to practise a sequence of movements. They did this with enthusiasm and made good gains in acquiring and consolidating movements. By the end of reception, most children are likely to attain the expected early learning goals.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children are provided with a wide range of activities.

Commentary

48. Children achieve very well in this area of learning because of very good teaching and the wide range of interesting activities provided. Children explore colours. For example, one child created a green shade by mixing yellow and blue paint. With skilful questioning by the teacher, she was able to explain and demonstrate how she could make the colour lighter by adding yellow or white. Other children created rainbows using pastels or by cutting and gluing different coloured fabrics. Children have very good opportunities for role play and this has a positive affect on the development of their language and creativity. For example, children worked together in the well resourced 'Optician's Area'. Children made appointments for patients. Others tested a person's eye sight using testing cards. The children were intrigued by the range of spectacle frames available and made recommendations to patients.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Year 5 and 6 and there are very good examples in Years 1 and 2.
- Standards are low in Years 3 and 4
- The curriculum is well planned
- Monitoring and evaluation of teaching are underdeveloped.

Commentary

49. Pupils in Years 1 and 2 are achieving satisfactorily. Standards in the current Year 2 are broadly average in speaking and listening, reading and writing and are similar to those reported during the last inspection. They are higher than the national test results of the past three years because of improvements in teaching in Years 1 and 2. Also, the current Year 2 is a higher attaining year group than previous years. Standards in the current Year 6 are broadly average in all areas of English, and similar to those reported at the last inspection. Pupils are achieving satisfactorily overall. However, achievement is better in Years 5 and 6, where teaching is good. Standards in English in the current Year 3 and 4 are low and national test data indicates that these pupils have underachieved in the past. While teaching and learning are satisfactory in Years 3 and 4, this is not going to be enough to improve the low standards. Furthermore, the school is not taking specific action to address the weaknesses in reading and writing.
50. Teachers provide pupils with good opportunities to develop their speaking and listening skills. In Year 2, most pupils demonstrate good listening skills and express themselves clearly about items of interest. In a very good lesson, higher attaining pupils compared and explained the differences between toys of the 1950s and those of today. By Year 6, higher attaining pupils are articulate and confident speakers. They express their views and opinions clearly using a range of interesting vocabulary.
51. Overall, the school uses an appropriate range of strategies to develop pupils' reading. Teachers are good role models for reading. They read with expression and enthusiasm and this engages the pupils' interest. A wide range of books is available and accessible to pupils and this helps to inspire pupils to read. However, standards in reading in the current Year 3 and 4 are well below average and the school is not taking any specific action to address this with specially devised programmes or by targeting additional resources. By Year 6, most pupils read text clearly and show a clear understanding of the characters and themes. They are beginning to use inference and deduction. While lower attaining pupils need help with more complex parts of a passage, higher attainers read fluently and with expression. They identify crucial features and themes in the text and select sentences and phrases to justify their views.
52. Writing is a priority for development for the school and clear progress is being made. Most pupils in Year 2 create sentences with capital letters and full stops, describing items such as toys. Higher attaining pupils produce a sequence of sentences independently and use adjectives well to make their writing interesting and imaginative. Lower attaining pupils create simple sentences using cards and help from a teaching assistant. Pupils in Year 1 and 2 benefit from very good modelling where the teacher demonstrates how to create a sentence and improve it. By Years 5 and 6, pupils write in a range of styles and for different purpose. For example, pupils write poems in the style of 'The Highwayman'. Word processing is used effectively to enhance presentation. They also write letters to 'pen pals' in Albuquerque, New Mexico. Most pupils' writing is interesting and well organised. Spelling and punctuation are

usually accurate. Higher attaining pupils' writing is varied and words are chosen imaginatively. Simple and complex sentences are structured into paragraphs. Spelling is normally correct and punctuation such as commas and inverted commas are employed accurately.

53. The quality of teaching and learning is satisfactory overall. Teaching and learning are good in Years 5 and 6 and there are examples of very good teaching in Years 1 and 2. However teaching is not consistently good throughout the school. Lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so pupils know what they are to learn.
54. In a very good lesson in Years 1 and 2, the teacher's planning took good account of the different levels of attainment within the class. The lesson was well structured and maintained a good pace. The teacher read a large book to the pupils with enthusiasm. Pupils were inspired and followed carefully. The teacher used questioning very effectively to check pupils' understanding of the passage. Pupils were given good opportunities, in pairs, to discuss the differences between old and new toys. The pupils worked well, identified interesting toys and explained how they differed. For the main activity, pupils were organised into groups of similar ability. Interesting tasks were set which were well matched to pupils' needs and as a result, all pupils were appropriately challenged. Higher attaining pupils worked independently on writing sentences to describe different toys. The teaching assistant worked effectively with a group of lower attainers while the teacher provided very good guidance for another group. She provided very good demonstrations on how to create an interesting sentence. Pupils were provided with interesting toys and were given good opportunities to write sentences captions about them. Most pupils were very productive and made very good gains in developing writing skills. The end of the lesson was used well to share learning and to reinforce the learning objectives.
55. Where teaching is satisfactory rather than good, teachers' expectations of learning and behaviour are not as high; the pace of the lesson is less brisk. For example, overlong introductions can impede the pace of learning. As a result, pupils make satisfactory rather than good gains in their learning.
56. The leadership and management of English are satisfactory. The coordinator is part time and has effectively reviewed the English curriculum with assistance from a local education authority literacy consultant. She leads by example by teaching very good lessons. However, the monitoring and development of teaching are not sufficiently effective to achieve consistently good teaching across the school. The school is making this a priority for improvement. National Curriculum test results are effectively analysed and this information is used to inform priorities for improvement. However, planning and action are not specific enough where standards are low. Overall, satisfactory improvements have been made since the last inspection.

Language and literacy across the curriculum

57. In most lessons, pupils have good opportunities to acquire and apply language skills. For example, in science lessons pupils have good opportunities to explain their findings using correct vocabulary. Pupils apply and develop their literacy skills soundly in other subjects with some good examples in history in Year 6. Pupils access the Internet and use a range of books to find out about issues such as childhood and rich and poor homes in Victorian times. They produce clear factual accounts of their research and use word processing and appropriate illustrations to enhance their presentation. However, opportunities for pupils to write in a range of styles are limited in science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is improving in Years 1 and 2.
- There are examples of good teaching and learning in Years 1 and 2 and in Years 5 and 6.
- The monitoring and development of teaching are not sufficiently established.
- Teachers' marking does not always help pupils to improve.

Commentary

58. Standards in the current Year 2 are average and pupils are achieving satisfactorily. Standards in this year group are now higher than the below average standards reported at the last inspection. National Curriculum test data indicates that standards in Year 2 have been very low during the past three years and that pupils have been underachieving. This has been mainly due to teacher absence. The current Year 2 is a higher attaining year group than usual and more settled staffing has led to improvements in teaching in Years 1 and 2. Standards in Year 6 are broadly average and similar to those reported at the last inspection. Pupils are achieving satisfactorily from their prior attainment in Year 2. Pupils' achievement is good in Years 5 to 6 because the teaching is consistently good.
59. The quality of teaching and learning is satisfactory overall. Lessons are planned appropriately and teachers have a secure understanding of the National Numeracy Strategy. However, lesson objectives are not always effectively shared with the class. From lessons and the examination of pupils' work in Years 1 and 2, there are clear indications, that teachers are addressing the previous underachievement. Work set is generally well matched to pupils' different abilities and needs so they are suitably challenged. In a good Year 1 and 2 lesson pupils enjoyed working productively together using money to solve word problems. They correctly worked out how much change to give from 50 pence. The teacher extended the higher attaining pupils' learning by asking them to solve problems with money up to the value of £2.00. Pupils responded eagerly to the challenge, confidently using a range of different mental strategies to work out their answers. They were encouraged to explain their working out and this helped them clarify their thinking, deepen their understanding and develop their use of mathematical language.
60. In a good Year 5 and 6 lesson, the teacher demonstrated an impressive command of the subject in her explanation of how to reduce fractions to their simplest forms and find equivalent fractions. She used a variety of oral and visual approaches in her explanations. Pupils enjoyed shading in equivalent fractions on the fraction wall, which was projected on to the board using an overhead projector, and they responded enthusiastically to the teacher's probing questions to check their understanding. The most capable pupils quickly recognised how to reduce fractions such as $\frac{2}{6}$, $\frac{3}{9}$ and $\frac{4}{12}$ to their simplest form.
61. Where teaching was satisfactory rather than good, the pace of the lesson was less brisk and not all pupils were suitably challenged, particularly higher attainers. As a result, these pupils did not progress as well as they could. Pupils were less productive and made sound, rather than good, gains in their learning. The quality of presentation in pupils' books is satisfactory. Teachers' marking is satisfactory but it does not always provide clear guidance on how pupils can improve.
62. Leadership and management by the part time coordinator are satisfactory. Raising achievement in mathematics is rightly a priority in the school development plan and the school is taking effective action to accomplish this. Initial monitoring of mathematics has taken place in every class by the coordinator, headteacher and local education authority adviser. Planning has also been monitored and feedback on teaching and planning has been given to staff. The

coordinator analyses pupils' performance in National Curriculum tests in order to identify strengths and weaknesses in pupils' learning. This information is used well to inform future planning and teaching. Overall improvement since the last inspection is satisfactory.

Mathematics across the curriculum

63. Pupils have sound opportunities to use their numeracy skills in other subjects, particularly science. They use bar charts and graphs to present information in science and they can use computer programs to create graphs and analyse data. There is scope for further development to ensure that pupils have the opportunity to use their mathematical skills more often in other contexts and thereby to broaden their understanding of the subject and its importance.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Years 5 and 6.
- Standards have improved in science.
- Work is not sufficiently well matched to different abilities in Years 1 and 2.
- Monitoring and evaluation procedures are underdeveloped

Commentary

64. Standards are broadly average in the current Year 2 and Year 6. Overall, pupils are achieving satisfactorily. Achievement in Year 5 and 6 is better where the quality of teaching is consistently good. Standards are higher than those reported during the last inspection when they were below average by Year 2 and Year 6.
65. The quality of teaching and learning is satisfactory overall. Teaching and learning are good in Years 5 and 6. In a good lesson in Year 5 and 6, pupils were exploring changes to materials when they were mixed. The lesson was well planned and clear learning objectives were effectively shared with the class. With effective questioning, the teacher successfully recapped on pupils' previous learning. Pupils responded well and demonstrated clear knowledge of dissolving, solutions and evaporation. Higher attaining pupils explained the difference between reversible and irreversible changes and gave good examples of these. The teacher promoted the correct use of scientific vocabulary. Pupils in small groups were given sound opportunities to carry out experiments. They set up apparatus competently and made observations. The experiments were designed to verify a scientific idea such as materials change when mixed and the changes are not easily reversible. Pupils followed instructions well but opportunities for planning and testing ideas of their own were limited.
66. In a Year 5 and 6 investigation, pupils used ICT well to support their learning. They used a computer linked light sensor to discover which fabric would best block out the light. The results were recorded using ICT and converted into a bar graph.
67. In writing reports of experiments and investigations, pupils in Year 5 and 6 are required to write in a transactional, non-personal way. Some pupils, particularly the lower attainers, find this difficult. Other styles of writing and the use of writing frameworks have not been sufficiently explored.
68. The quality of teaching and learning varies across the school. There were weaknesses in an otherwise satisfactory lesson in Year 1 and 2. Pupils were investigating light reflected from different materials. The purpose of the lesson was made clear to the class. Pupils sorted a group of materials into shiny and dull. Then in groups they made mobiles and investigated in

which part of the room these would shine the best. They were given good opportunities to make predictions and discuss their work. However, all pupils regardless of age or ability were given the same worksheet to record their work. This was too demanding for lower attainers and did not give higher attainers the opportunity to organise their own work and decide how they would record their results and findings. Learning time was not maximised as the lesson was too long with an overlong introduction. Some weaknesses in the management of behaviour also slowed pupils' rate of learning. The lesson ended well when pupils shared their findings with the teacher and the class. The teacher effectively recapped on the main learning points.

69. The leadership and management are satisfactory. The coordinator works on a part-time basis and has recently taken on the role. The planning of the curriculum is appropriately based on national guidance and is good. The school is planning to further develop its assessment system. The coordinator has not had opportunities to observe and support teaching across the school. As a result, she does not have sufficient grasp of standards and provision in classes other than Year 5 and 6. Improvements since the last inspection are satisfactory overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There have been recent improvements in resources and staff expertise.
- Standards in ICT are improving.
- Procedures for monitoring and evaluating teaching are not established.

Commentary

70. By the end of Year 2 and Year 6, pupils' standards are broadly average. The school has moved forward in this respect since the last inspection, when standards in Year 2 and Year 6 were reported to be below national expectations. Pupils' achievement is satisfactory overall. In Year 5 and 6 pupils' achievement is good because the teaching is better and effectively engages pupils' interest and enthusiasm.
71. Teaching and learning are satisfactory overall. However, the use of computers to support teaching and learning in the classroom is not consistent across the school. Teachers have become increasingly confident, following good support from the local education authority ICT adviser, in the teaching of ICT skills and how to use ICT to support teaching and learning in other subjects. All classes are timetabled on a regular basis in the new ICT suite and this helps to ensure that pupils acquire and practise the required skills. In all ICT lessons the digital projector was used effectively to introduce the learning intentions and to demonstrate how to use software programs. In Year 6 the teacher's skilful questioning helped develop pupils' understanding and use of technical language. In a Year 5 and 6 mathematics lesson, a pupil with special educational needs used a computer program to consolidate and extend his understanding of the five times tables. Although teachers are beginning to assess pupils' work against National Curriculum levels, this practice is not yet firmly established across the school.
72. ICT makes an important contribution to pupils' social development because it provides opportunities for them to work collaboratively. Pupils enjoy lessons in the ICT suite and have a positive attitude to learning. Their range of skills steadily improves as their confidence grows.

73. The subject is satisfactorily led and managed. The planning of the curriculum has been effectively reviewed and reflects new developments in the subject. The school has clear plans to further develop ICT. The range of digital equipment and software programs is now satisfactory and there are plans to purchase additional laptops and interactive whiteboards to further improve the use of ICT across the curriculum. However, the coordinator does not monitor teaching and learning across the school.

Information and communication technology across the curriculum

74. The use of ICT to support teaching and learning in other subjects is satisfactory. Teachers have made a promising start in using ICT to support teaching and learning in other subjects. For example, pupils in Years 5 and 6 searched the Internet to find information to support their work in history about the Victorians. They copied and pasted digital images of Victorian children into their word processed fact sheets, selected different colours and font sizes and successfully enhanced the presentation of their work. In English, Year 2 pupils enjoyed using a paint program to create lively and imaginative pictures of their own magical island. In science, pupils in Years 5 and 6 confidently used a light sensing device to measure how much light passes through different materials. They presented their findings in graphic form using a data handling program and they recorded their conclusions using a word processing program.

HUMANITIES

As Great Rollright is a voluntary aided school, religious education was inspected by a separate Section 23 inspection. Geography and history were sampled as no lessons were seen.

75. In **geography** the study of teachers' planning and pupils' work indicates that pupils are provided with an appropriate range of geography topics to enable pupils to acquire the expected knowledge, skills and understanding. In Year 2, higher attaining pupils identify and label England, Scotland, Wales and Ireland on a UK outline. Lower attaining pupils struggle with labelling and the colouring of the land and sea. Most pupils identify the main features on the fictional Isle of Struay map. In Year 2, most pupils have carried out a survey of comparing transport used in Struay and transport used in Great Rollright. They record findings using labelled drawings. Pupils in the current Year 2 are attaining average standards. At the time of the inspection, Year 6 pupils were studying a history unit so no recent geography work was available.
76. In **history** an examination of teachers' planning and pupils' work indicates that the school provides satisfactory opportunities for pupils to develop their understanding of historical events. Across the school standards are broadly average. In Year 2, pupils record facts about Florence Nightingale's life and sequence historical events in the correct order. Pupils in Year 5 and 6 develop sound research skills and enjoy using the Internet to find out about this period. They create interesting project books with reports, diaries and accounts of different aspects of Victorian life. Pupils use word processing well to present their work. The coordinator recognises the value of visits and visitors to help develop pupils' understanding of historical events. The curriculum is enriched through historical role-play and visits to museums such as the Duxford Museum and Ironbridge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and physical education were sampled. Music was not inspected.

77. Only one **art and design** lesson was seen but displays and pupils' work were examined. Pupils have sound opportunities to use a range of media, such as pastels, paint and charcoal to create interesting artwork. In the one lesson observed Year 3 and 4 pupils worked at a satisfactory pace to create African masks with papier mache. The teacher demonstrated the different techniques used to create interesting textures using papier mache and encouraged

pupils to experiment with different techniques. Pupils enjoyed the activity and worked productively together to make interesting masks. Pupils attained average standards in the lesson.

78. No **design and technology** lessons were seen but teachers' planning and pupils' work were examined and a discussion was held with the coordinator. The planning shows that pupils are provided with an appropriate range of opportunities so they can acquire and develop the necessary skills in designing, making and evaluating. The planned units of work are based on national schemes of work. Pupils in Years 1 and 2 design and make puppets and vehicles. Pupils in Years 5 and 6 design and make slippers which are warm, comfortable and fashionable. They select a range of materials including felt, wool card and sequins for decoration. They apply effective measuring, cutting and joining techniques in making and finishing the product. The standards of the work seen are average.
79. Two **physical education** lessons were seen. A visiting coach took a good Year 5 and 6 basketball lesson. The lesson was well planned and the teacher provided clear instructions and demonstrations. The pupils watched and followed these well and were given good opportunities to practise and develop skills in dribbling, passing, receiving and moving into space. The teacher provided clear feedback on the pupils' performance and this helped them to improve. Pupils made good gains in developing skills and also acquired new knowledge about the rules of the game. Pupils attained average standards. In a satisfactory lesson in Years 1 and 2, pupils were performing basic movement to music. Pupils worked independently and in pairs. They worked well in pairs as they mirrored their partner's movements and different balances. The teacher used pupils to demonstrate their movements to others. The pace of the lesson and pupils' general progress were hindered by some weaknesses in managing pupils' behaviour. The teaching assistant was not sufficiently well deployed in this lesson. Standards were below average.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area was sampled as no lessons were seen.

80. The school's strong caring ethos and good relationships provide a firm foundation for pupils' personal social and health education. Sound provision is made for sex education and drug awareness. Pupils attend sessions led by the school nurse and also enjoy a visit from the 'Life Bus', which provides good interactive activities to improve their understanding of personal and health education. The school has a house system which encourages cooperation and teamwork across the year groups. Pupils follow a junior citizenship programme and have visits from police officers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).